



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2011-2012: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2012-2013 NCLB Report Card

School: Carmel Elementary School

SAU: RSU 87/MSAD 23

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2012-2013 NCLB Report Card



School: Carmel Elementary School
SAU: RSU 87/MSAD 23
Grade: 03



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	42	42	100	67	63	70	24	43	21	12	42	0	0
	2011-2012	31	31	100	81	67	72	35	45	10	10	31	0	0
Female	2010-2011	14	14	100	79	72	74	36	43	14	7			
	2011-2012	16	16	100	88	71	77	44	44	6	6			
Male	2010-2011	28	28	100	61	58	66	18	43	25	14			
	2011-2012	15	15	100	73	64	68	27	47	13	13			
Caucasian/White	2010-2011	42	42	100	67	65	71	24	43	21	12			
	2011-2012	30	30	100	80	66	73	33	47	10	10			
African American/Black	2010-2011	0	0				43							
	2011-2012	0	0				47							
Hispanic	2010-2011	0	0				60							
	2011-2012	1	1	100			65							
Asian or Pacific Islander	2010-2011	0	0				69							
	2011-2012	0	0				77							
American Indian or Native Alaskan	2010-2011	0	0				67							
	2011-2012	0	0				65							
Economically Disadvantaged	2010-2011	17	17	100	53	53	58	6	47	35	12			
	2011-2012	13	13	100	69	55	62	23	46	15	15			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	5	5	100			34							
	2011-2012	6	6	100		40	36							
Limited English Proficient	2010-2011	0	0				39							
	2011-2012	0	0				47							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2012-2013 NCLB Report Card



School: Carmel Elementary School
SAU: RSU 87/MSAD 23
Grade: 04



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	27	27	100	56	73	67	19	37	19	26	27	0	0
	2011-2012	41	41	100	76	72	71	24	51	10	15	41	0	0
Female	2010-2011	11	11	100	55	78	72	18	36	18	27			
	2011-2012	15	15	100	87	83	75	47	40	7	7			
Male	2010-2011	16	16	100	56	69	63	19	38	19	25			
	2011-2012	26	26	100	69	65	67	12	58	12	19			
Caucasian/White	2010-2011	26	26	100	58	75	68	19	38	15	27			
	2011-2012	40	40	100	75	74	72	23	53	10	15			
African American/Black	2010-2011	0	0				40							
	2011-2012	1	1	100			42							
Hispanic	2010-2011	0	0				54							
	2011-2012	0	0				60							
Asian or Pacific Islander	2010-2011	1	1	100			67							
	2011-2012	0	0				76							
American Indian or Native Alaskan	2010-2011	0	0				62							
	2011-2012	0	0				57							
Economically Disadvantaged	2010-2011	14	14	100	43	61	56	14	29	29	29			
	2011-2012	20	20	100	70	68	60	10	60	10	20			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	4	4	100			29							
	2011-2012	5	5	100			35							
Limited English Proficient	2010-2011	0	0				43							
	2011-2012	0	0				40							

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2012-2013 NCLB Report Card



School: Carmel Elementary School
SAU: RSU 87/MSAD 23
Grade: 03



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	42	42	100	40	40	61	12	29	31	29	42	0
	2011-2012	31	31	100	68	54	64	35	32	29	3	31	0
Female	2010-2011	14	14	100	50	48	59	14	36	43	7		
	2011-2012	16	16	100	75	64	63	50	25	19	6		
Male	2010-2011	28	28	100	36	35	64	11	25	25	39		
	2011-2012	15	15	100	60	46	65	20	40	40	<1		
Caucasian/White	2010-2011	42	42	100	40	42	63	12	29	31	29		
	2011-2012	30	30	100	67	52	65	33	33	30	3		
African American/Black	2010-2011	0	0				30						
	2011-2012	0	0				38						
Hispanic	2010-2011	0	0				49						
	2011-2012	1	1	100			50						
Asian or Pacific Islander	2010-2011	0	0				64						
	2011-2012	0	0				70						
American Indian or Native Alaskan	2010-2011	0	0				59						
	2011-2012	0	0				54						
Economically Disadvantaged	2010-2011	17	17	100	24	25	49	6	18	29	47		
	2011-2012	13	13	100	46	42	52	23	23	46	8		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	5	5	100			35						
	2011-2012	6	6	100		33	35						
Limited English Proficient	2010-2011	0	0				29						
	2011-2012	0	0				36						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2012-2013 NCLB Report Card



School: Carmel Elementary School
SAU: RSU 87/MSAD 23
Grade: 04



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	27	27	100	37	50	60	4	33	33	30	27	0
	2011-2012	41	41	100	56	59	66	22	34	34	10	41	0
Female	2010-2011	11	11	100	27	53	60	<1	27	45	27		
	2011-2012	15	15	100	67	67	65	27	40	27	7		
Male	2010-2011	16	16	100	44	47	61	6	38	25	31		
	2011-2012	26	26	100	50	54	67	19	31	38	12		
Caucasian/White	2010-2011	26	26	100	38	52	61	4	35	31	31		
	2011-2012	40	40	100	55	58	67	20	35	35	10		
African American/Black	2010-2011	0	0				31						
	2011-2012	1	1	100			31						
Hispanic	2010-2011	0	0				48						
	2011-2012	0	0				52						
Asian or Pacific Islander	2010-2011	1	1	100			64						
	2011-2012	0	0				71						
American Indian or Native Alaskan	2010-2011	0	0				56						
	2011-2012	0	0				57						
Economically Disadvantaged	2010-2011	14	14	100	43	45	48	7	36	29	29		
	2011-2012	20	20	100	45	53	54	10	35	35	20		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	4	4	100			31						
	2011-2012	5	5	100			37						
Limited English Proficient	2010-2011	0	0				35						
	2011-2012	0	0				33						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2012-2013 NCLB Report Card



School: Carmel Elementary School
SAU: RSU 87/MSAD 23
Grade: 3-8



Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	E: 100 M: 99	E: 99 M: 99	74	E: 69 M: 72	E: 70 M: 73	100	E: 100 M: 99	E: 99 M: 99	57	E: 58 M: 52	E: 65 M: 62	95	94	95
Caucasian/White	100	E: 100 M: 99	E: 100 M: 99	73	E: 69 M: 72	E: 71 M: 74	100	E: 100 M: 99	E: 99 M: 99	56	E: 57 M: 52	E: 66 M: 63			
African American/Black	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 44 M: 51	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 35 M: 34			
Hispanic	*	E: * M: *	E: 98 M: 99	*	E: * M: *	E: 61 M: 68	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 52 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 76 M: 76	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 70 M: 70			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 58 M: 65	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 59 M: 50			
Economically Disadvantaged	*	E: 100 M: 99	E: 99 M: 99	64	E: 59 M: 72	E: 60 M: 62	*	E: 100 M: 99	E: 99 M: 99	38	E: 49 M: 44	E: 52 M: 48			
Students with Disabilities	*	E: * M: *	E: 98 M: 98	*	E: 24 M: 20	E: 34 M: 34	*	E: * M: *	E: 98 M: 98	*	E: 24 M: 24	E: 34 M: 26			
Limited English Proficient	*	E: * M: *	E: 98 M: 98	*	E: * M: *	E: 44 M: 49	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 37 M: 36			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2012-2013 NCLB Report Card



School: Carmel Elementary School
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Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	6	3	7	1	0	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2012	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
School Aggregate	
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.